

GRADE K – UNIT 1 Living Together: This is Home	
Module A	Module B
Anchor and Supporting Texts	Anchor and Supporting Texts
<u>Anchor Text (tradebook):</u> Literary Text (fiction) <i>Make Way for Ducklings</i> 630L	<u>Anchor Text (tradebook):</u> Informational Text <i>Life in a Pond</i> 310L
<u>Supporting Text (in Text Collection):</u> Literary Text (fiction) <i>A House for Hermit Crab</i> , Eric Carle 480L	<u>Supporting Text (in Text Collection):</u> Informational Text <i>A Bed for the Winter</i> , Karen Wallace 240L
Student Resources / Poetry Collection	Student Resources / Poetry Collection
Resources <ul style="list-style-type: none">• “A New Home for Hermit Crab” by Jeanne Bendick (article) Poetry <ul style="list-style-type: none">• “Ducks Quack Me Up” by Charles Ghigna• “Sea Creatures” by Meish Goldish	Poetry <ul style="list-style-type: none">• “Daddy Fell into the Pond” by Alfred Noyes• “Deer Mouse” by Aileen Fisher
STANDARDS HIGHLIGHTS	STANDARDS HIGHLIGHTS
Retell Stories	Questions
Story Elements	Connections
Describe Events	Explanations
GOALS	GOALS
Readers will identify characters, settings and major events in stories.	Readers will identify the main topic and retell key details from informational texts.
Writers will be able to identify characters, setting and major events in their own writing using a combination of drawing, dictating, and writing.	Writers will create a pictorial and/or written explanation of an environment they know about.
Learners will recognize the importance of “home” to every living thing.	Learners will identify different environments and the benefits to their inhabitants.
Big Idea and Content Connection	Big Idea and Content Connection
Home Environments	Home Environments Science Content Connection K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive. K-ESS3-1. Use a model to represent the relations between the needs of different plants or animals (including humans) and the places they live.
Enduring Understandings	Enduring Understandings
Readers understand that there is a relationship between illustrations and words.	Readers understand that asking and answering questions help a reader get information from a text.
Writers understand that pictures and words in a sequence help tell a story.	Writers understand that writers compose text with different purposes in mind.
Learners understand that home is an important concept to all living species.	Learners understand that environmental challenges can affect a living species ability to survive and thrive.
Essential Question(s)	Essential Question(s)
Reading: How can retelling helps readers understand stories?	Reading: How can reading help us to explore and understand the natural world?
Writing: How can writers use both illustrations and words to tell a story?	Writing: How can writers supply information about a topic?
Sample Writing Activities	Sample Writing Activities
1. Students will practice retelling <i>Make Way for Ducklings</i> , retracing the ducks' routes, by drawing pictures of objects and characters from the story.	1. Students will look closely at one image from <i>Life in a Pond</i> or <i>A Bed for the Winter</i> and respond in writing or illustration to that image. Students will also compose a question about that image.
2. Students will use story props focusing on character, setting, and major events to practice retelling stories read.	2. Students will report on an animal/plant they have learned about and its home. Students will draw a picture, label the animal and home, and write a sentence that explains about the animal and its home.
3. Students will share an opinion of what “Home” means to them,	

through oral telling, illustrations, and words.	3. Interactive Pond Mural. Students will work as a class to make a mural of a pond. The mural will include drawings of animals and plants. Students will label the pictures. Students will use what they have learned to write a fact about life in the pond that they most appreciate.
PBA Description	PBA Description
<p>Task: Comings and Goings: Home</p> <p>Students will choose one animal from <i>Make Way for Ducklings</i> or <i>A House for Hermit Crab</i>. Then they will write a story using a combination of drawing, dictating, and writing to narrate a single event around an animal coming and going from its home.</p> <ul style="list-style-type: none">describe one eventtell the order in which it happenedend with a reaction to what happened (through the animal’s eyes) <p>Students will present their stories to the class or in small groups. The stories can be recorded and shared with others.</p>	<p>Task: “A Special Home”</p> <p>Students will select one animal or plant from <i>Life in a Pond</i> or <i>A Bed for the Winter</i> and explain which home is best. Students will use a combination of drawing, writing, and dictating to explain why this home would be best.</p> <p>Students will:</p> <ul style="list-style-type: none">name what they are writing aboutprovide one explanation or reason why this is the best home <p>Students will share their “Special Home” project with peers and share at least one idea and ask or answer one question about the work.</p>
Standards	Standards
<p>RL.K.2. With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3. With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction what happened.</p> <p>W.K.5 With guidance and support from adults, respond to suggestions from peers and add details to strengthen writing as needed.</p> <p>W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>SL.K.1 Participate in collaborative conversation with diverse topics about kindergarten topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none">Follow agreed-upon rules for discussion (e.g. listening to others and taking turns speaking about the topics and texts under discussion)Continue a conversation through multiple exchanges. <p>SL.K.4 Describe familiar people, places, things and events and, with prompting and support, provide additional detail.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings and ideas clearly.</p>	<p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.</p> <p>RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.5 With guidance and support from adults, respond to suggestions from peers and add details to strengthen writing as needed.</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.K.2 Ask and answer questions about key details in a text read aloud or information presented orally or though other media.</p> <p>SL.K.4 Describe familiar people, places, things and events and, with prompting and support, provide additional detail.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings and ideas clearly.</p>
PBA Target Standards	PBA Target Standards
<p>W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction what happened.</p>	<p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>

GRADE K – UNIT 2 UNDERSTANDING THEN AND NOW	
Module A	Module B
Anchor and Supporting Texts	Anchor and Supporting Texts
<p><u>Anchor Text (in Text Collection):</u> Literary Text (fiction) The Little House, Virginia Lee Burton 890L Literary Virginia Lee Burton won the Caldecott Medal in 1943 for her memorable picture book <i>The Little House</i>, a poignant story of a cute country cottage that becomes engulfed by the city that grows up around it. The house has an expressive face of windows and doors, and even the feelings of a person, so she’s sad when she’s surrounded by the dirty, noisy city’s hustle and bustle. Fortunately, there’s a happy ending, as the house is taken back to the country where she belongs.</p> <p><u>Supporting Text (in Text Collection):</u> Literary Text (fiction) Four Seasons Make a Year, Anne Rockwell Everything is always growing and changing on a farm. Each season brings new surprises and discoveries. In the spring, leaves sprout, showers come, and it's time for planting. Bees buzz and roses bloom as summer arrives. The fall turns pumpkins orange and leaves red and gold, and the wind grows cold. In wintertime, snow swirls down, and the flames in the fireplace leap and glow. Next year, it will all happen again, but it will be a little different, too.</p>	<p><u>Anchor Text (tradebook):</u> Informational Text Century Farm, Cris Peterson 890L A unique portrait of life over the past hundred years on an American family farm as it prepares to begin a new century. What was once boggy, stump-strewn land is now a thriving dairy farm, worked on and cultivated by five generations of the Peterson family in Wisconsin. Over the century some things have changed, but many have stayed the same. There are more cows now and a big, new barn; there is more powerful equipment to help with the year-round work. But crops are still planted in the spring and harvested in the fall. Children still ride their bikes on the barn walk, and kittens still play in the hayloft. The family lives in the original farmhouse and shares meals in the same kitchen.</p> <p><u>Supporting Text (tradebook):</u> Informational Text Life at Home (Then & Now), Vicki Yates A window into life in the past, showing how things have changed over time. In <i>Life at Home</i>, children learn what home life was like in the past and compare this with home life today. The left-hand page looks at what something was like in the past, and the right-hand page looks at what it is like today. It features fascinating photos of the past to bring history to life for young readers. It contains a quiz at the end where readers have to guess what an object from the past was for. It is written for new readers making core curriculum topics accessible to them.</p>
Resources (included with the Text Collection)	Resources (included with the Text Collection)
<ul style="list-style-type: none">“Houses” by Aileen Fisher“Seasons of the Year” by Meish Goldish	<ul style="list-style-type: none">“Grandpa’s Stories” by Langston Hughes“Children of Long Ago” by Lessie Jones Little
STANDARDS HIGHLIGHTS	STANDARDS HIGHLIGHTS
Text Types Author/Illustrator Connection Illustrations/Text	Questions Text Parts Illustrations/Text
GOALS	GOALS
Readers will recognize the author and illustrator of texts. Writers will tell, write, and draw about life then and now. Learners will explore the differences between past and present, then and now.	Readers will practice asking and answering questions about pictures and illustrations in stories. Writers will draw, dictate, and write about life then and now. Learners will discover that the lives of people in the past were similar to and different than they are today.
Big Idea and Content Connection	Big Idea and Content Connection
Change Social Studies Content Connection K.9 The past, present, and future describe points in time, and help us examine how the lives of people in the past were similar to and different than they are today. K.9.a Children, families, and communities of today can be compared with those in the past.	Change Social Studies Content Connection K.9 The past, present, and future describe points in time, and help us examine how the lives of people in the past were similar to and different than they are today. K.9.a Children, families, and communities of today can be compared with those in the past.
Enduring Understandings	Enduring Understandings
Readers understand the connection between the illustrations and words. Writers understand that illustrations and words are used to narrate an event and tell a story. Learners understand that there are similarities and differences between then and now.	Readers understand that asking questions enables a reader to gain information from a text. Writers understand that they can express an opinion through writing, dictating, and drawing. Learners understand that there are similarities and differences between then and now.
Essential Question(s)	Essential Question(s)

<p>Readers: How does looking closely at the illustrations help the reader understand the story?</p> <p>Writers: How do writers use illustrations and writing to tell a story?</p>	<p>Readers: How does asking and answering questions help us understand what we are reading?</p> <p>Writers: How do writers use illustrations to explain an idea?</p>
Writing Activities	Writing Activities
<p>1. Children will, with prompting and support, create illustrations retelling the changes that happen in each season in <i>The Little House</i>.</p> <p>2. Children will do a “close read” of page 14 in <i>The Little House</i> using the names of the author/illustrator to discuss the page. Children will, with prompting and support, tell the story of the page.</p> <p>3. Children will discuss the changes in each season and tell which season they like best. Children will draw and write to support their opinion.</p>	<p>1. Children will choose a then and a now photograph from <i>Century Farm</i> and tell their opinion about whether they think the photographs help them better understand the text. Children will dictate or write a question they have about each photograph. Children will, with prompting and support, answer their questions about the then and now photos in <i>Century Farm</i>. Children will tell their opinion about whether asking and answering questions helps them understand a text.</p> <p>2. (whole class - research photos of neighborhood) Children will illustrate an image of their home/neighborhood “then” and “now” and explain it. Then they will dictate or write to tell whether they would like to live in their community then or now.</p> <p>3. Using the text <i>Century Farm</i>, children will think about life on the farm then and now. What would you like about living on a farm? Children will draw, dictate, and write to support their opinion.</p>
PBA Description	PBA Description
<p>Task: Change</p> <p>“Then I.....Now I....”</p> <p>Children will identify one “then and now” example from <i>The Little House</i> or <i>Four Seasons Make a Year</i> and draw or write about it. Then they will do the same with their own example of “When I...” and “Now I...” Children will create a time line of their own experiences and share details about them using illustrations and some text.</p> <p>Children will:</p> <ul style="list-style-type: none">• Use a combination of drawing, dictating, and writing to narrate several loosely linked events from their own lives, in the order in which they occurred• Recall information from their own experiences• Add drawings or other visual displays to their time lines• Write complete sentences	<p>Task: Life on the Farm</p> <p>Based on what they learned from reading <i>Century Farm</i>, children will compare living on a farm today to living on a farm 100 years ago. Using a graphic organizer, children will draw and write what is similar and different.</p> <p>Children will then draw and write to support their opinion to the following question: Would you like to live on a farm? Why or why not?</p> <p>Children will use drawing, dictating, and writing to compose an opinion piece. They will:</p> <ul style="list-style-type: none">• Identify the topic: Life on the farm• State their opinion about whether or not they would like to live on a farm• Recall information from experiences or gather information from provided sources to answer a question
PBA Target Standards	PBA Target Standards
<p>W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction what happened.</p>	<p>W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).</p>
Standards Taught*	Standards Taught*
<p>RL.K.5 Recognize common types of texts (e.g. storybooks, poems).</p> <p>RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g. what moment in a story an illustration depicts).</p> <p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction what happened.</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.K.1 Participate in collaborative conversation with diverse topics about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.K.1 Participate in collaborative conversation with diverse topics about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>

*Supporting Standards Taught, Scaffolded, and Formatively Assessed Throughout the Unit

(Gradual Release Model throughout Year)

GRADE K – UNIT 3 PREDICTING CHANGE	
Module A	Module B
Anchor and Supporting Texts	Anchor and Supporting Texts
<p><u>Anchor Text (in Text Collection):</u> Literary Text (fiction) <i>Come On, Rain!</i> by Karen Hesse AD780L In <i>Come On, Rain!</i> Tess pleads to the sky parched plants droop in the endless heat. Then the clouds roll in and the rain pours. Tess, her friends, and their mothers join together in a rain dance to celebrate the shower that renews both body and spirit. Newbery Medalist Karen Hesse recreates the body- and soul-renewing experience of a summer downpour after a sweltering city heat wave.</p> <p><u>Supporting Text (in Text Collection):</u> Literary Text (fiction) <i>The Snowy Day</i> by Ezra Jack Keats AD500L <i>The Snowy Day</i>, a 1963 Caldecott Medal winner, is the simple tale of a boy waking up to discover that snow has fallen during the night. The little boy celebrates the snow-draped city with a day of humble adventures: experimenting with footprints, knocking snow from a tree, creating snow angels, and trying to save a snowball for the next day. Awakening to a winter wonderland is an ageless, ever-magical experience, and one made nearly visceral by Keats's gentle tribute.</p>	<p><u>Anchor Text (tradebook):</u> Informational Text <i>What Will the Weather Be?</i> by Lynda DeWitt 500L Weathermen sometimes slip up, as they did in March 1999 when a surprise blizzard brought snow to Washington DC, but there are many ways for them to predict storms accurately. Meteorologists use thermometers, anemometers, hygrometers, and barometers to measure air temperature, wind, humidity, and air pressure, all of which help them in their forecasting. This easy-to-read text presents the facts clearly and simply. Lively, colorful, cartoon-style illustrations show the scientific concepts and instruments and ordinary people experiencing weather phenomena.</p> <p><u>Supporting Text (tradebook):</u> Informational Text <i>Weather Words and What They Mean</i> by Gail Gibbons 450L An attractive text for weather units in the primary grades. Gail Gibbons's easily identifiable artistic style works well with her explanations of weather-related terms. Drawings are appealing and closely matched to the textual information. Temperature, air pressure, moisture, and wind are broadly defined and illustrated. Each of the four areas is then broken down further. The term describing each type of weather phenomenon is highly visible in large type and is contained in a dialogue balloon that stands out from the accompanying illustration.</p>
Student Resources / Poetry Collection	Student Resources / Poetry Collection
<p>Poetry “Spring Rain” by Marchette Chute “Listen” by Margaret Hillert</p>	<p>Poetry “Weather Together” by Lillian M. Fisher “Weather” by Meish Goldish</p>
Standards Highlight	Standards Highlight
Story Elements Unknown Words Compare/Contrast	Asking and Answering Questions Main Topic Inform/Explain
GOALS	GOALS
<p>Readers will, with support, identify and compare characters, settings, and major events in a story.</p> <p>Writers will create a sequenced narrative and include a reaction to the event.</p> <p>Learners will identify reactions and make close observations of change.</p>	<p>Readers will practice asking and answering questions about new information they are learning.</p> <p>Writers will compose informational/explanatory text by drawing, dictating, or writing.</p> <p>Learners will use and share observations of weather to describe patterns over time.</p>
Big Idea and Content Connection	Big Idea and Content Connection
<p>Changing Weather Science Content Connection K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time. K-ESS3-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.</p>	<p>Changing Weather Science Content Connection K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time. K-ESS3-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.</p>
Enduring Understandings	Enduring Understandings
<p>Readers understand that characters have different experiences in texts and react in different ways.</p> <p>Writers understand that stories contain sequenced events and include character reactions to the events.</p> <p>Learners understand that we can use observations and ask questions to predict change.</p>	<p>Readers understand that asking questions helps them understand the text.</p> <p>Writers understand that writers have a purpose for writing.</p> <p>Learners understand that asking and answering questions leads to new information.</p>
Essential Question(s)	Essential Question(s)
<p>Readers: Why do characters react in certain ways?</p>	<p>Readers: How does asking and answering questions help the reader understand the text?</p> <p>Writers: How do writers share information?</p>

Writers: How do writers use experiences to tell/write stories?	
Writing Activities	Writing Activities
<p>1. Children will use details from the illustrations and words in <i>Come On, Rain!</i> to answer these questions: Does a character want something to change? How do you know? Children will dictate or write to retell the part of the story that helps them answer the questions.</p> <p>2. Children will storyboard the events in the story <i>The Snowy Day</i> to better understand the events the character experiences and what he is feeling.</p> <p>3. Children will look closely at the key events in both stories. Then they will choose one story and retell the events in sequence using drawing and writing.</p>	<p>1. Will it be warm or cold? Should we wear shorts or pants? Shoes or boots? Children will, with prompting and support, practice asking and answering questions about the book <i>What Will the Weather Be?</i> to learn new information.</p> <p>2. Children will choose a book and consider how the illustrations help the reader identify the main topic of the text. Children will draw the main idea and provide details though pictures and words.</p> <p>3. Children will tell/write/draw about their favorite kind of weather using weather words to describe that kind of weather.</p>
PBA Description	PBA Description
<p>Task: Change Stories</p> <p>Children will draw, dictate, or write a story in which something changes for a character or for themselves, using the main character in <i>Come On, Rain!</i> as an example.</p> <p>Children will:</p> <ul style="list-style-type: none">• use drawing and writing to narrate the event or series of sequenced events• include character’s or their own feelings and reactions to the event <p>Children will draw or write the reaction of the character or themselves to the change.</p>	<p>Task: Weather Forecast</p> <p>Children will pretend that they are a weather forecaster. They will use what they learned from <i>What Will the Weather Be?</i> and <i>Weather Words and What They Mean</i> to draw, dictate, and write to explain a forecast.</p> <p>Children will:</p> <ul style="list-style-type: none">• draw a picture of two kinds of weather• label the pictures with <i>today</i> and <i>tomorrow</i>• write about the weather in each picture• use complete sentences <p>Children will present their forecast to the class.</p>
Supporting Standards Taught*	Supporting Standards Taught*
<p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>R.L.K.4 Ask and answer questions about unknown words in a text.</p> <p>R.L.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction what happened.</p> <p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>SL.K.1 Participate in collaborative conversation with diverse topics about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.1.b Continue a conversation through multiple exchanges.</p>	<p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic.</p> <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>SL.K.1 Participate in collaborative conversation with diverse topics about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.1.b Continue a conversation through multiple exchanges.</p>
PBA Target Standards	PBA Target Standards
<p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction what happened.</p>	<p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>

*Supporting Standards Taught, Scaffolded, and Formatively Assessed Throughout the Unit

(Gradual Release Model throughout

GRADE K – UNIT 4 Learning About Each Other and the World	
Module A	Module B
Anchor and Supporting Texts	Anchor and Supporting Texts
<p><u>Anchor Text (tradebook)</u>: Literary Text (fiction) <i>I Love Saturdays y domingos</i>, by Alma Flora Ada (32-page book) 510L [Summary: On Saturdays, the child narrator visits Grandma and Grandpa, who come from a European-American background. On Sundays—<i>los domingos</i>—she visits <i>Abuelito y Abuelita</i>, who are Mexican-American. While the two sets of grandparents are different in many ways, they also have a great deal in common—in particular, their love for their granddaughter.]</p> <p><u>Supporting Text (in Text Collection)</u>: Literary Text (fiction) <i>Apple Pie 4th of July</i>, by Janet S. Wong (32-page book) 730L [Summary: Shocked that her parents are cooking Chinese food to sell in the family store on an all-American holiday, a feisty Chinese American girl tries to tell her mother and father how things really are. But as the parade passes by and fireworks light the sky, she herself learns a surprising lesson.]</p>	<p><u>Anchor Text (tradebook)</u>: Informational Text <i>One Land, Many Cultures</i>, by Maureen Picard Robins (24-page book) 680L [Summary: In a single American classroom, students from many different cultures bring in dishes their families enjoy, demonstrating the diversity of American culture as a whole.]</p> <p><u>Supporting Text (in Text Collection)</u>: Informational Text <i>Clothes in Many Cultures</i>, by Heather Adamson (25-page book) 520L [Summary: Students learn how people all over the world wear different clothes for different occasions and how these clothes reflect their cultures and personalities.]</p>
Student Resources / Poetry Collection	Student Resources / Poetry Collection
<p>Poetry</p> <ul style="list-style-type: none">“Grandmas and Grandpas” by Mary Ann Hoberman“The Crayon Box That Talked” by Shane DeRolf	<p>Poetry</p> <ul style="list-style-type: none">“It’s a Small World” by Richard M. and Robert B. Sherman“Kids” by Bobbi Katz
Standards Highlight	Standards Highlight
Retell Author/Illustrator Compare and Contrast	Compare/Contrast Author/Illustrator Reasons/Support
GOALS	GOALS
Readers will compare and contrast characters and their experiences in stories.	Readers will compare features of different texts on the same topic.
Writers will use pictures and words to narrate a story depicting an experience.	Writers will dictate, draw, and write about experiences from different cultures.
Learners will explore how cultures blend in families and communities.	Learners will discover what makes cultures unique and what makes them similar.
Big Idea and Content Connection	Big Idea and Content Connection
<p>Culture</p> <p>Social Studies Content Connection K.1.c Unique family activities and traditions are important parts of an individual’s culture and sense of self. K.2.c Children, families, and communities from different cultures all share some common characteristics but also have specific differences, which make them unique.</p>	<p>Culture</p> <p>Social Studies Content Connection K.1.c Unique family activities and traditions are important parts of an individual’s culture and sense of self. K.2.c Children, families, and communities from different cultures all share some common characteristics but also have specific differences, which make them unique.</p>
Enduring Understandings	Enduring Understandings
Readers understand that characters have similar experiences in different stories.	Readers understand that books on the same topic have similar and different features.
Writers understand that narratives are based on real or imaginary experiences	Writers understand that explanatory texts contain information to give readers an understanding of a topic.
Learners understand that families and communities from different cultures share characteristics and experiences.	Learners understand that learning about people’s traditions helps us understand their culture.

Essential Question(s)	Essential Question(s)
<p>Reading: How do readers use text and illustrations to compare and contrast characters’ experiences?</p> <p>Writing: What words do writers use when they are comparing and contrasting?</p>	<p>Reading: How do readers use a variety of texts to learn about a topic?</p> <p>Writing: How do writers use information and experiences to compose text?</p>
Writing Activities	Writing Activities
<p>1. Students will consider what makes Saturdays and Sundays (Domingos) special days for the narrator in <i>I Love Saturdays y domingos</i>. Students will retell events by drawing or writing about who the main character spends the days with and what special activities she does with these people that reflect their cultural backgrounds.</p> <p>2. Students will discuss what lesson the narrator in <i>Apple Pie 4th of July</i> learns. In what ways does this character, like the character in <i>I Love Saturdays y domingos</i>, accept and blend the traditions of two different cultures in her life? Students will then draw/ write comparing and contrasting the adventures and experiences of these characters in these stories.</p> <p>3. Students will draw and write about their favorite family traditions. Students will state their opinion of these traditions and provide evidence for why it is their favorite.</p>	<p>1. Students will closely read one page from <i>One Land, Many Cultures</i> and draw and write to explain how that culture is similar to or different from their own culture.</p> <p>2. Students will create a T-chart that identifies basic similarities and differences between how the authors of <i>One Land, Many Cultures</i> and <i>Clothes in Many Cultures</i> present information in the two books (photographs, maps, information about children) and name some of the ways the authors teach us about culture (clothing, food, traditions).</p> <p>3. Students will draw/write a favorite fact about another part of the world that they learned from one of the readings. Student work will be displayed on a world map with student facts connected to global locations. This can be done on a bulletin board or digitally.</p>
PBA Description	PBA Description
<p>Task: Retell and Extend</p> <p>The stories in this unit depict the traditions, family activities, and unique experiences of characters from different cultures. Using <i>I Love Saturdays y domingos</i>, children will select an example of a Saturday family experience that reflects the unique cultural background of the narrator’s grandparents. Children will then explain how that experience connects to the corresponding experience on Sunday with the narrator’s other grandparents. Through drawing, dictating, and writing, children will:</p> <ul style="list-style-type: none">narrate the event or linked eventstell about the events in the order that they happenedinclude some details regarding what happenedexplain the connections between what happenedprovide a reaction to what happened <p>Children will share their retellings with a partner, comparing and contrasting their retellings and the connections they identified.</p> <p>Children will share their retellings in a class book or online display.</p>	<p>Task: My Land, Our Land</p> <p>Students will examine a world map and consider the lands that they are learning about in this unit. Students will create an informational page about a land that they read about in <i>One Land, Many Cultures</i> or <i>Clothes in Many Cultures</i>.</p> <p>Students will conduct short research about the land through drawing, dictating, and writing and will:</p> <ul style="list-style-type: none">name the land that they are writing aboutsupply information from anchor texts and research <p>Student work will be displayed on a world map with the information pages connected to global locations. This can be done on a bulletin board or digitally.</p>
Supporting Standards Taught*	Supporting Standards Taught*
<p>RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>RI.K.3 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.6 With guidance and support from adults, explore a</p>

*Supporting Standards Taught, Scaffolded, and Formatively Assessed Throughout the Unit

(Gradual Release Model throughout

<p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided resources to answer a question.</p> <p>SL.K.2 Confirm understanding of a text read aloud by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings and ideas clearly.</p>	<p>variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided resources to answer a question.</p> <p>SL.K.2 Confirm understanding of a text read aloud by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings and ideas clearly.</p>
PBA Target Standards	PBA Target Standards
<p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>

GRADE K – UNIT 5 Knowing About Patterns and Structures	
Module A	Module B
Anchor and Supporting Texts	Anchor and Supporting Texts
<p><u>Anchor Text (tradebook):</u> Literary Text (fiction) <i>The Tiny Seed</i>, by Eric Carle (32-page book) 400L [Summary: The life cycle of a flower is told through the adventures of a tiny seed.]</p> <p><u>Supporting Text (in Text Collection):</u> Literary Text (fiction) <i>Jack’s Garden</i>, by Henry Cole (25-page book) 20L [Summary: Building on a familiar rhyme, author-illustrator Cole creates an enticing guide to the process of creating a garden.]</p>	<p><u>Anchor Text (tradebook):</u> Informational Text <i>Plant Patterns</i>, by Nathan Olson (32-page book) AD740L [Summary: Simple text and color photographs introduce different kinds of plant patterns.]</p> <p><u>Supporting Text (in Text Collection):</u> Informational Text <i>Swirl by Swirl: Spirals in Nature</i>, by Joyce Sidman (34-page book) AD330 [Summary: Simple text and uniquely beautiful illustrations not only reveal the many spirals in nature—from fiddleheads to elephant tusks, from crashing waves to spiraling galaxies—but also celebrate the beauty and usefulness of this fascinating shape.]</p>
Resources (included with the Text Collection)	Resources (included with the Text Collection)
<p>Poetry</p> <ul style="list-style-type: none">“The Seed” by Aileen Fisher“Green Plants” by Meish Goldish	<p>Poetry</p> <ul style="list-style-type: none">“Rainbow” by Meish Goldish“Zigzag” by Loris Lesynski
Standards Highlights	Standards Highlights
Questions Unknown Words Text Types	Main Topic Unknown Words Illustrations/Text
GOALS	GOALS
<p>Readers will recognize that literary texts have different structures and patterns.</p> <p>Writers will, through a combination of dictating, drawing and writing, compose an opinion about a text.</p> <p>Learners will recognize patterns in literary structures.</p>	<p>Students will determine the main topic of an informational text.</p> <p>Students will write a <i>Did You Know?</i> book that includes information learned through the anchor text and supporting texts.</p> <p>Learners will explore patterns in nature.</p>
Big Idea and Content Connection	Big Idea and Content Connection
<p>Structures and Patterns</p> <p>Science Content Connection K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.</p>	<p>Structures and Patterns</p> <p>From Molecules to Organisms: Structures and Processes</p> <p>Science Content Connection K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.</p>
Enduring Understandings	Enduring Understandings
<p>Readers understand that different text types have different structures and patterns.</p> <p>Writers understand that opinion writing expresses preferences by the author.</p> <p>Learners understand that patterns are found in literary structures.</p>	<p>Readers understand that texts contain a main idea and details that support it.</p> <p>Writers understand that informational texts include information about a topic that can be developed through research.</p> <p>Learners understand that there are different kinds of patterns in nature.</p>
Essential Question(s)	Essential Question(s)
<p>How do readers recognize types of texts?</p> <p>How do writers share opinions about topics and texts?</p>	<p>How do readers identify the main topic and supporting details of an informational text?</p> <p>How does research on a topic strengthen informational writing?</p>
Writing Activities	Writing Activities
<p>1.Students will, with prompting and support, ask and answer questions about key details and unknown words in <i>The Tiny Seed</i> through writing/drawing/dictating/collage. Some questions might be:</p> <ul style="list-style-type: none">Where do the tiny seed and the other flower seeds go when the wind carries them away?	<p>1. Students will ask and answer questions about facts from the book <i>Plant Patterns</i> using the labeled photographs, incorporating the specific vocabulary they have learned from the text. For example, “What is a pattern?” “A pattern is made by a repeated shape or color.” OR “How does an ear of corn follow a pattern?” “The kernels are all yellow and are all in rows.”</p>

<div><ul style="list-style-type: none">What happens to the other seeds along the way?<p>2. Students will read <i>The Tiny Seed</i> and <i>Jack’s Garden</i> and recognize the differences in types of narrative texts. Students will write/draw/dictate to compare and contrast how each text describes a process.</p><ul style="list-style-type: none">What is similar about how plants grow in nature and how they grow in gardens?What is different about how plants grow in nature and how they grow in gardens?What is similar about the way each story is told? (Both stories describe the step-by-step process of how plants grow from seeds.)What is different about the way each story is told? (<i>The Tiny Seed</i> describes each event in sequence once and follows a more traditional narrative pattern; <i>Jack’s Garden</i> repeats the steps in the process like a rhyme. <i>The Tiny Seed</i> traces the journey of a seed (the main character is a seed); Jack’s Garden traces the steps a person takes to grow seeds; (the main character is a human being, Jack).What pattern can you identify in the text of <i>Jack’s Garden</i>?<p>Students will use text evidence from the reading to support their ideas.</p><p>3. Using a combination of drawing, dictating, and writing, students will describe a process they follow each day, such as the steps they follow in the morning to get ready for school or how to help a parent make a meal or perform a household task.</p></div>	<div><p>2. Students will describe, with prompting and support, how the details and illustrations on each spread in <i>Swirl by Swirl</i> provide information about the main idea that the author is trying to teach. Focusing on one spread, students will write about what the details and illustrations teach or depict about spirals: “This shows how...” or “This teaches me that...”</p><p>3. Students will, using a combination of drawing, dictating, and writing to describe a pattern they can see in the natural world of their backyard, park, school playground, etc. For example, a pet’s fur, a houseplant’s leaf, the way a family or community garden is planted.</p></div>
<div>PBA Description</div>	<div>PBA Description</div>
<div><p>Task: Favorite Structures</p><p>Students will respond to these questions: “Which story about the process of how plants grow did you like best? Which story helped you better understand the process of how plants grow?” Using examples from the anchor and supporting texts, <i>The Tiny Seed</i> and <i>Jack’s Garden</i>, students will share their opinions and preferences.</p><p>Students will:</p><ul style="list-style-type: none">state what they are writing aboutstate an opinion or preferenceconsider what type of text they prefer reading/listening to by answering the following questions: “Which story about the process of how plants grow did you like best? Why? Which story helped you better understand the process of how plants grow? Why?” For example: I liked _____ best because _____. OR _____ helped me better understand the process of how plants grow because _____.</div>	<div><p>Task: Did You Know?</p><p>Students will research patterns in nature using <i>Plant Patterns</i> and <i>Swirl by Swirl: Spirals in Nature</i>. Students will then write their own Did You Know? books about “Patterns in Nature” that includes information learned from their research. Students will add their own drawings or other visuals, including original photographs and online images. These visuals will strengthen their writing by providing additional details about how patterns exist in nature (such as in spider webs, butterfly wings, animal stripes, etc.)</p><p>Students will:</p><ul style="list-style-type: none">name what they are writing aboutsupply information about the topic</div>
<div>Standards Taught</div>	<div>Standards Taught</div>

<p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>R.L.K.4 Ask and answer questions about unknown words in a text.</p> <p>RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</p> <p>W.K.1 combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).</p> <p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings and ideas clearly.</p>	<p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings and ideas clearly.</p>
PBA Target Standards	PBA Target Standards
<p>W.K.1 combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).</p>	<p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>

GRADE K – UNIT 6 Exploring Communities	
Module A	Module B
Anchor and Supporting Texts	Anchor and Supporting Texts
<p>Anchor Text (in Text Collection): Literary Text (fiction) <i>On the Town: A Community Adventure</i>, by Judith Caseley (32-page book) 690L [Summary: When Charlie is given a homework assignment to explore the people and places in his community, he begins by asking his mom, “What is a community?” He and his mom then take a walk around their own neighborhood to find out.]</p> <p>Supporting Text (in Text Collection): Informational Text <i>Places in My Neighborhood</i>, by Shelly Lyons (22-page book) 1G470L [Summary: Through simple text and colorful photographs, readers learn what a neighborhood is, explore different kinds of neighborhoods, and find out about the typical people and places encountered in a neighborhood.]</p>	<p>Anchor Text (tradebook): Informational Text <i>Neighborhood Walk: City</i>, by Peggy Pancella (32-page book) 1G620L [Summary: This detailed book helps readers explore aspects of a city community, including types of homes, transportation, schools, jobs, food, and entertainment.]</p> <p>Supporting Text (tradebook): Literary Text (fiction) <i>Messenger, Messenger</i>, by Robert Burleigh (32-page book) Lexile N/A (not prose) [Summary: Morning's come around again, and Calvin Curbhopper, the messenger man, is on the go in the big city, zipping around from spot to spot, taking shortcuts through parking lots, steering through the midday blare of honking horns, his breath like a smokestack in the frosty air—illustrating, in the process, the experience of daily life in a city.]</p>
Resources (included with the Text Collection)	Resources (included with the Text Collection)
<p>Poetry</p> <ul style="list-style-type: none">“This is My Community” by Carlos Elliot“Our Block” by Lois Lenski	<p>Poetry</p> <ul style="list-style-type: none">“Sing a Song of Cities” by Ian Souter“Skyscraper” by Dennis Lee“Manhattan Lullaby” by Norma Farber
Standards Highlight	Standards Highlight
Story Elements Text Types Author/Illustrator	Questioning Connection Author/Illustrator
GOALS	GOALS
<p>Readers will, with support, identify and compare characters, settings and major events in a story.</p> <p>Writers will, through a combination of dictating, drawing and writing, compose an opinion about a text.</p> <p>After reading a literary and an informational text on the same topic, learners will draw and write about ways people participate in their neighborhoods and communities.</p>	<p>Readers will practice asking and answering questions about details in the text.</p> <p>Writers will, through a combination of dictating, drawing and writing support an opinion.</p> <p>After reading a literary and an informational text on the same topic, learners will explore what people and places in a city community are important, and why they are important.</p>
Big Idea and Content Connection	Big Idea and Content Connection
<p>Communities</p> <p>Social Studies Content Connection K.8.b People and communities adapt to their physical environment in many ways, including building homes, buildings, and transportation systems; accessing food and water; and developing ways to protect themselves from shifting weather patterns. K.11.b People perform a variety of jobs in a community—as paid workers, as volunteers—to help meet other peoples’ needs and wants.</p>	<p>Cities</p> <p>Social Studies Content Connection K.8.b People and communities adapt to their physical environment in many ways, including building homes, buildings, and transportation systems; accessing food and water; and developing ways to protect themselves from shifting weather patterns. K.11.b People perform a variety of jobs in a community—as paid workers, as volunteers—to help meet other peoples’ needs and wants.</p>
Enduring Understandings	Enduring Understandings
<p>Readers understand that characters experience the major events in a story.</p> <p>Writers understand that they can express an opinion through writing, dictating and drawing.</p> <p>Learners understand that people participate in their communities in a variety of important ways.</p>	<p>Readers will understand that asking questions before, during, and after reading helps readers make meaning.</p> <p>Writers will understand that writing is a way to convey one’s own preferences.</p> <p>Learners understand that cities are made up of neighborhoods where people live, work, and have fun together.</p>

Essential Question(s)	Essential Question(s)						
Readers: How do we identify characters, setting and major events? Writers: How do writers use pictures and words to express an opinion?	Readers: How does asking questions about the text help you? Writers: How writers use words and pictures to share preferences with others?						
Writing Activities	Writing Activities						
<p>1. Students will recall the events that Charlie experiences in his community in the anchor text, <i>On the Town</i>. Using pictures and words, students will create a storyboard of the major events that Charlie experiences in his community and what he learns about the different people and places that make up a community. They will illustrate with detail to show the characters, setting, and events.</p> <p>2. Students will read <i>On the Town</i> and <i>Places in My Neighborhood</i> and recognize the differences in the types of texts. What makes something a story? What makes something an informational text? Students will draw and write about the differences.</p> <p>3. Using the texts as reference tools, students will identify and describe similar places and people they regularly encounter in their own neighborhoods and communities.</p>	<p>1. After listening to <i>Neighborhood Walk: City</i> and <i>Messenger, Messenger</i>, students will practice asking and answering questions about the texts with a partner. Students will use photographs from the anchor text, <i>Neighborhood Walk: City</i> and respond to them, creating new illustrations with captions that answer questions.</p> <p>2. Students will, with prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. Students will listen <i>Neighborhood Walk: City</i> and <i>Messenger, Messenger</i> to create a fact sheet containing two facts they have learned and include the connection between two places or pieces of information about a place in a city community. They will describe how these two facts are connected. For example:</p> <table><tr><td>Fact 1</td><td><i>Cities are large.</i></td></tr><tr><td>Fact 2</td><td><i>Cities have big buildings.</i></td></tr><tr><td>How are these facts connected?</td><td><i>Cities have big buildings because many people live and work there.</i></td></tr></table> <p>3. After reading <i>Neighborhood Walk: City</i> and <i>Messenger, Messenger</i>, students will consider how people live in a city community. Students will then describe what they like about living in a city.</p>	Fact 1	<i>Cities are large.</i>	Fact 2	<i>Cities have big buildings.</i>	How are these facts connected?	<i>Cities have big buildings because many people live and work there.</i>
Fact 1	<i>Cities are large.</i>						
Fact 2	<i>Cities have big buildings.</i>						
How are these facts connected?	<i>Cities have big buildings because many people live and work there.</i>						
PBA Description	PBA Description						
<p>Task: Book Reviews</p> <p>Based on readings of <i>On the Town</i> and <i>Places in My Neighborhood</i> as well as independent texts, students will create a book review of one of these texts using a combination of drawing and writing. The product will include the student’s opinion of the books as well as an illustrated book jacket. This project will also include a recommendation to one or two specific people about why this reader would like the book.</p> <p>Students will:</p> <ul style="list-style-type: none">state what they are writing aboutstate an opinion or preferenceconclude by saying “I like this book because..”	<p>Task: City Tour Brochure</p> <p>In this unit, students have studied the many parts of a city community, from the homes to the schools and businesses. Students will consider the many parts of a city community that they learned about. Using pictures/photographs and words, students will compose a travel brochure that entices others to visit or consider living in the city. Using the anchor and supporting texts, students will:</p> <ul style="list-style-type: none">state what they are writing aboutstate an opinion about why people should visit or consider living in the citycollaborate with peers and explore a variety of digital tools to produce and publish writing						
Supporting Standards Taught*	Supporting Standards Taught*						
<p>RL.K.3. With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</p> <p>RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).</p> <p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to</p>	<p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.</p> <p>RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>)</p> <p>W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in</p>						

*Supporting Standards Taught, Scaffolded, and Formatively Assessed Throughout the Unit

(Gradual Release Model throughout Year)

<p>strengthen writing as needed.</p> <p>W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>SL.K.4 Describe familiar people, places, things and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings and ideas clearly.</p>	<p>collaboration with peers.</p> <p>K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.K.4 Describe familiar people, places, things and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings and ideas clearly.</p>
	PBA Target Standards
<p>W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).</p>	<p>W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).</p>